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Baghban, M. (2007). Immigration in childhood: using picture books to cope: A journal for readers, students and teachers of history. *The Social Studies*, *Volume* *98,* 71-76. Retreived from http://search.proquest.com.ez-proxy.brooklyn.cuny.edu:2048/ethnicnewswatch/docview/274852603/132B75C0EDE3A7EF5CE/2?accountid=7286.

This author focuses on statistical data particularly immigration in the United States. It briefly discusses that immigration is occurring at a rapid rate and cultural diversity is becoming more and more common in America. The article discusses the difficulties students have when entering the diverse population of public schools, some issues they face are facing differences, learning a new language, traveling back and forth to their native homeland, keeping contact with their distant relatives and maintaining their cultural traditions and beliefs while finding a balance in the new American culture they have been submerged into. The author urges that educators should use picture books to bridge the gaps of multiculturalism in their classroom. Culturally relevant picture books help students overcome the dilemmas they face when entering a new complex classroom setting that may feel very strange and uncomfortable to them at first, it is up to the educator to make that transition less hectic for students to ensure a beneficial academic outcome.

Banks, A. J. (2008). An introduction to multicultural education. Boston, MA: Pearson/Allyn and Bacon.

Mr. Banks is an educator at the University of Washington, Seattle and is known as the “father of multicultural education.” He’s accredited with several honors and awards from various universities throughout the United States. Mr. Banks has written many books and articles on multicultural education and it's how it affects student’s cultures in the classroom. One of his major goals regarding multicultural education is to reform and “help pre-service and in-service educators clarify the philosophical and definitional issues related to pluralistic education, derive a clarified philosophical position, design and implement effective teaching strategies that reflect ethnic and cultural diversity, and prepare sound guidelines for multicultural programs and practices.” This book instructs teachers how to incorporate cultural and ethnic diversity into their curriculum and explains the various steps needed to “institutionalize” these actions.

Blake, R. A. (1997). Teacher actions to infuse multiculturalism into the planned curriculum of elementary school classes with ethnically diverse students. University of Hartford. *ProQuest Dissertations and Theses,*Retrieved from <http://search.proquest.com/docview/304399469?accountid=7286>.

This author focused on Ms. Blake who completed a study consisting of five to eight elementary school classrooms with research involving teacher’s infusion of multiculturalism into the planned curriculum. She gathered information and data by interviewing teachers and observing classrooms for the implementation of multiculturalism in the curriculum. She found that during her study that “no district policy regarding the infusion of multiculturalism into the curriculum; moreover, there is no specific curriculum or unit of study for multiculturalism in any of the schools. Respondents reported that the level of multiculturalism in the curriculum was determined solely by what individual teachers add to it”. Her study brings to light the need to enforce multiculturalism into our school curriculum and advocate for more research and studies on multiculturalism.

Bruner, J. (1997). Celebrating divergence: Piaget and Vgotsky. *Development-Basel* Retrieved from http://people.ucsc.edu/~gwells/Files/Courses\_Folder/ED%20261%20Papers/Bruner\_Piaget-Vygotsky.

Another well-known theorist is Jean Piaget, who created his own ideas on developmental psychology. Piaget established four domains which consisted of “the development of nomothetic understanding in the young. A second domain was historical, “the purpose of which is to reconstitute and interpret the unfolding of all manifestations of social life across time.” The third domain was the “legal sciences” which explore norms and “duties” (sollen) without regard to their causes. And finally the forth, the philosophical, whose aim is to coordinate all forms of knowledge into a “concept of the world””

Buettner, L. N. (2003). How teachers' beliefs and understanding of multiculturalism influence instructional strategies used in classrooms.University of the Pacific. *ProQuest Dissertations and Theses,*Retrieved from <http://search.proquest.com/docview/305310472?accountid=7286>.

This author discusses the concern over multculturalism in the classroom over the past two decades. During Ms.Buettner’s study she noticed the “lack of research that examines teachers' beliefs and understanding of multiculturalism and their influence on instructional strategies that are implemented.” She noticed how much influence teacher’s viewpoints and ideals have inside the classroom when it comes to the implementation of “instructional strategies.” This study leads Ms. Buettner to understand students cultural identities are lost and lacking in the classroom and teachers need to have better training and knowledge when creating their lessons and sustain a balance and flexibility in their curriculum targeting each student’s backgrounds and cultures.

Chisholm, M. I. (1994). Preparing teachers for multicultural classrooms. *The Journal of Educational Issues of Language Minority Students*, *Volume 14*,48-56. Retrieved from <http://www.edtechpolicy.org/ArchivedWebsites/chisholm.htm>.

This multicultural mosaic unequivocally pervades our American schools consisting of minority children who are quickly becoming the majority in a world where a more powerful minority sets the rules. As the national and regional demographic changes and distribution shifts to an increasing minority student population. Culturally relevant pedagogy has been defined as a means to use students ‘cultures and strengths to bridge school achievement (Boutte & Hill, 2006), to validate students’ life experiences by utilizing their cultures and histories as teaching resources (Boyle-Baise, 2005), and to recognize students’ home cultures, promote collaboration among peers, hold high standards, and connect home life with school experiences (Neuman, 1999). Siwatu (2007) even stipulated that there is general agreement among culturally responsive pedagogues and how the theory is used in facilitating learning, structuring classroom management, providing multiple opportunities to demonstrate knowledge, and helping students to maintain their own culture while navigating in the mainstream culture.

Clott, A. D. (2010). Conflict behavior in the diverse classroom.Department of education methodology, policy and leadership. *ProQuest Dissertations and Theses,*Retrieved from <http://search.proquest.com/docview/847949500?accountid=7286>.

In this article Ms. Clott discusses the importance and the necessity of having a “diversity-related curricula to assure student learning and development.” She emphasizes the need for avoiding conflict in the classroom among when students’ cultural background are not included in the curriculum. In her study she complained that the lack of teachers training makes teachers unequipped and sometimes leads to student’s conflict. However, she indicated that these conflicts could be easily avoided when schools and universities are made “aware of the effects of conflict avoidant behavior on students and help prepare teachers for teaching in diverse classrooms. In fact, all university programs responsible for training educational professionals may need to address issues concerning the effects of conflict-avoidant behavior on contemporary educational systems.”

DomNwachukwu, C.S. (2005). Standards-based planning and teaching in a multicultural classroom. *Multicultural Education, Volume 13*(1), 40-44. Retrieved from ERIC database.

This author suggests how easy it is for “teachers to develop standard-based lessons across various disciplines and effectively weave multicultural education into them.” This approach will give students a better understanding of their cultural backgrounds and produce the “highest level of cultural integration.” However, he warned that teachers need to be culturally educated and know their students cultural backgrounds. In this article James Banks mentioned four levels of multicultural education which include “contributions, additive, transformational, and social action approaches.” Mr. Banks indicated that the teacher should infuse students’ cultural information into their lesson plans. They can be included in cultural holiday themes, local or national heroes of the curriculum for students to relate to, this is known as the contributions approach. The additive approach includes the addition of “concepts, themes, and perspectives that are multicultural without changing the structure of their instructional materials.” The third approach which is known as the transformative approach “requires teachers to change the structure of their curriculum to enable students to engage concepts, issues, events, and themes from a multicultural perspective.” The social action approach encourages students “to make decisions on important social issues and take action to help solve them.”

Greif Green, J. L., Kim, S. K. B., & Klein, E. F. (2006). Using storybooks to promote multicultural sensitivity in elementary school children.*Journal of Multicultural Counseling and Development, Volume 34*(4), 223-234. Retrieved from <http://search.proquest.com/docview/235997477?accountid=7286>.

This author focuses on the importance of the use of storybooks to support cultural awareness in the classroom. Storybooks help allow educators “to promote multicultural sensitivity among elementary school children.” This research reports how storybooks on multiculturalism can have a great impact on student’s learning in the classroom. According to scholars, instilling multicultural sensitivity is an important part of helping children develops a strong social competence, especially given an increasingly diverse society. Additionally, storybooks “can provide new information and insights, facilitate learning and problem solving, communicate values, and build relationships that can be valuable for children to effectively cope with these types of problems.” Some of these stories might include fairytales, or folktales which many children will be able to relate to as part of their cultural backgrounds. Children gain a sense of belonging and respect when their culture is recognize through storytelling.

Honigsfeld, A. (2009). Capitalizing on students’ learning styles: design the best

teaching strategies. *Insights on Learning Disabilities,* *Volume 6* (1), 13-20*.*Retrieved from <http://web.ebscohost.com.ez-proxy.brooklyn.cuny.edu:2048/ehost/pdfviewer/pdfviewer?sid=f307acd4-1678-416d-a179-2dc3fb80053f%40sessionmgr10&vid=8&hid=19>.

This author describes the importance of assessing students learning styles. Honigsfeld discusses teachers using proper assessment and diagnostics tools to evaluate students of diverse cultural backgrounds. The article further explained how imperative it is for teachers and parents to complete enough research before diagnosing students.  One of the tools discussed in the article is called Learning-Style assessments which use various instruments to assess students’ individual strengths in different learning areas. The article focuses on assessing each child individually to estimate their understanding based on their cultural and background knowledge.

Hymowitz, K. S. (1999). Multicultural illiteracy. *The Public Interest,* 124-128*.* Retrieved from <http://search.proquest.com/docview/222061706?accountid=7286>.

This author focuses on the theory that students are not receiving any benefits from the text books used in American schools, most children are taught invalid data and as a result form false presumptions about other cultures and historical information. The author insists that educators should be able to implement a realistic view of America and include the cultural diversity aspect of those residing in the United States. This article focuses on the author Sandra Stotsky's opinions that the classroom text books used in schools are contributing to the illiteracy rates as opposed to correcting them. "According to Sandra Stotsky's Losing Our Language: How multicultural Instruction is Undermining Our Children's Ability to Read, Write, and Reason, "multicultural freaks" are quite the norm in America's elementary schools. A research associate at the Harvard Graduate School of Education, Stotsky has examined some of the major reading textbooks used in elementary schools around the country and has found a deadening and counterproductive multiculturalism whose consequences are racial resentment and multicultural illiteracy. It seems entirely possible that declines in reading test scores in the early 1990s, particularly among black children, were a direct result of the condescension, relentless moralizing, and pedagogical inefficacy that informs these texts."

Jones, D. (1985). Teaching about Russia. *Educational Leadership*, 61-63. Retrieved

from http://web.ebscohost.com.ez-proxy.brooklyn.cuny.edu:2048/ehost/pdfviewer/pdfviewer?vid=3&hid=24&sid=be12fb36-b8db-4659-91f7-852898c4b16d%40sessionmgr12.

This author discusses how to introduce cultural information into a classroom. It discusses the relevance and importance of the Russian culture and focuses on the art, geography, history, music and also values the importance of teaching students about confronting prejudices and differences. The author discusses the various teaching strategies a teacher should use when introducing a cultural aspect in the classroom, in this article it focuses on Russia in particular. The students in the classroom may come from various cultures and the same tactics may be used for introducing other cultures and applied in the classroom setting.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy . *American Educational Research Journal, Voulme 32*(3),465-491. Retrieved from http://www.jstor.org/stable/1163320.

This author focuses on Ladson-Billings research on culturally relevant pedagogy. Ladson-Billings firmly states that schools should be culturally compatible and make connections between the student and the student’s home lifestyle. Ladson-Billings mentions that discovering small differences in students social interactions make a big difference in the interactional ways that students engage in the content of the school curriculum. Ladson-Billings discusses that making small progressions daily in everyday participation may be one way to develop culturally relevant pedagogy. Ladson-Billings conducts research experiments based on other teacher’s personal experiences and reflections and her own findings.

Mc Clean, M. (1996). Creating a multicultural community in the classroom. *Caribbean Today, Volume 13*. Retrieved from <http://search.proquest.com/docview/196881141?accountid=7286>.

This author discusses the strong need for exposing students to “materials which reflect the various cultures and ethnic groups of America.” The exposure to these materials allows students to further their ethnicity and cultural background. Both teachers and students need to be culturally aware and tolerant of each other’s background. Mc Clean discussed about the need for instilling and incorporating cultural awareness in the “curriculum yearlong” is critical for everyone in the classroom and urged that recognizing student’s ethnicity once a month is just not enough. She indicated that cultural diversity exists not just within the wider society, but right in the classroom and the need to build tolerance and promote harmony is necessary to maintain a healthy and beneficial classroom environment. One good way to start promoting a better state of understand and begin this tough challenge is create a better understanding of students and teachers and diffuse the assumptions both teachers and students hold of each other.

Meacham, S. J. (2001). Vygotsky and the Blues: Re-reading cultural connections and conceptual development. *Theory Into Practice*,*Volume 40*(3), 190-196. Retrieved from <http://www.jstor.org/pss/1477475>.

This author the theorists who support culturally relevant pedagogy and Vygotsky’s views on the learning styles of students based on their cutlural backgrounds. Vygotsky’s theories support the ideas that children’s learning patterns stem from home and are later enhanced in the basis of the classroom. The author underlies that knowing a student’s background will benefit the child’s overall learning process and applying culturally related data into the classroom with enrich the child’s learning development and promote a higher order of thought process.

Montgomery, C. M. (2009). Caught between regulations and meaning: Fifth grade students and their teachers respond to multicultural children's literature. Retrieved from <http://etd.ohiolink.edu/send-pdf.cgi/Montgomery%20Connie%20M.pdf?osu1245202435>.

This author explored how authentic ethnic literature could supplement core curriculum in the in an effort to help teachers and students connect across their cultural and linguistic differences. This article employs realistic examples of how to connect cultural aspects into the classroom by providing a connection to the Latino culture through the use of a read aloud. By initiating a peer discussion as a technique to incorporate with picture book read aloud gives an insight into the Latino culture, thus betters the cultural understanding in the classroom.

Morgan, H. (2010). Improving schooling for cultural minorities: The right teaching styles can make a big difference. *Educuational Horizons*, 114-20. Retrieved from <http://www.electricprint.com/edu4/classes/readings/294readings/learningstyles.pdf>.

Morgan Hani discusses the differences in learning styles among various ethnic groups. She explained that students from different culture learning differently. In her extensive research she found that minority students encounter problems adapting or adjusting in schools than mainstream students. She noticed they lack the knowledge, communication, and learning styles when learning. This resulted when the “teaching styles did not match the ways they communicate and learn. “According to Morgan Hani teachers may encounter cultural conflicts when teaching diverse groups of students and emphasize how students from different cultures learn differently. African American and Latino students, for example, tend to improve academically with cooperative learning methods of teaching.

Morrison, K. A., Robbins, H. H., & Rose D. G. (2008). Operationalizing culturally relevant pedagogy: A synthesis of classroom-based research. *Equity and Excellence in Education*, *Volume 41*(4), 433-452. Retrieved from ERIC database.

This article focuses on classroom-based research based on a study of 45 different classrooms from 1995 to 2008 and highlights the importance of including cultural relevanancy in the classroom.The article states that the use of culural, social and language backgrounds of studetns in the classroom will facilitate and ensure a benificial learning experience and school success.This author not only supports the idea of culturally relevant pedagogy but also demonstrates concrete ideas and techniques of how teachers can utilize this approach in their classrooms. This author also provides examples of creating nurturing and cooperative learning environments and connecting school learning to student’s identinities. This article is rich in cultural relevant strategies to impliment into the classroom which fosters student development and personal growth.

Schultz, S. (2010). Judging a book by its cover: An evaluation tool for the evaluation, selection and inclusion of multicultural children’s literature in the elementary classroom. *Multicultural Children's Literature*. Retrieved from <http://www.eric.ed.gov/PDFS/ED511031.pdf>.

Schultz discusses the cultural differentiation within the public school system. She mentions the inequality that children are receiving based on the instructional use of the teachers. Schultz's focal point is literacy and she mentions that it is necessary to teach content that is culturally relevant to validate each student’s previous experiences. Schultz conducts research to achieve a clearer understanding of how to apply multicultural aspects into the curriculum particularly into literacy learning in the classroom. Schultz provides an evaluation model for teachers to implicate into their classrooms when selecting and evaluating multicultural texts for inclusion into the reading curriculums.

Silva, J. M., & Langhout, R. (2011). Cultivating agents of change in children. *Theory and Research in Social Education*, *Volume 39*(1),61-91*.* Retrieved from http://www.socialstudies.org/publications/theoryandresearch.

This author offers various practices used to service the culturally relevant data in the classroom through an artistic form. The article focuses on a first grade teacher’s attempt to create an artist-based on multicultural curriculum. The author incorporates Dewey’s and Gramci’s critical schooling theories and links them to the nine month study of how a teacher in a rural location of California persues to incorporate multicultural education into her classroom. The author covers social change as well as the demographics of the school, classroom , the teacher and the community.The main objective of this study is to expose students to various artists, musicians, poets, painters, choreographers, students would watch documentaries and read books observe their work and study on how each artist was inspired and affected by their race, gender, ableness class status . Students create their own art work and have peer reflection sessions on the knowledge they have gained on each artist figure. The basis of this study is to introduce ethnography into the curriculum. The author lists the conflicts that took place during this study as well as the positive effects it had on the students learning experiences and offer reflective analysis from the teacher.

Singer, A. (2010). Why multiculturalism still matters.*Race, Gender & Class, Volume 17*(1), 10-22. Retrieved from <http://search.proquest.com/docview/312320874?accountid=7286>.

This extensive study explores the need for multicultural tolerance. Mr. Singer explain in his article the need for “workshops or classes are used to increase student and staff sensitivity towards others and respect for cultural differences.” The implementation of workshops and classes on diversity and multiculturalism will create a sense of respect, increase student’s sensitivity towards each other, and promote cultural awareness in the classroom. Additionally, Mr. Singer indicated that including only one lesson once a year does not justify or recognize each student’s cultural background and the role culture plays in student’s learning.

Sleeter, C. E. (2000). Creating and empowering multicultural curriculum. *Race, Gender & Class in Education*, *Volume 7*(3), 178-96. Retrieved from http://search.proquest.com.ez-proxy.brooklyn.cuny.edu:2048/docview/218830848/131F3593F0F17DACC4D/2?accountid=7286.

This article, the author focuses on the various strategies used within a classroom consisting students of various backgrounds.  The article addresses the issues and concerns of communities and finds empowering methods of working together to solve these dilemmas in a sensitive manner. The article focuses on oppressed communities and minorities and their existing struggles which apply to the students in the classroom by focusing on strengths rather than weaknesses and facilitates cooperative learning as a whole.

Wurzel, J. S., & Holt, W. (1991). Teaching aids for multicultural education. *Communication*

*Education*, *Volume* *40*(3), 286-91. Retrieved from http://web.ebscohost.com.ez-proxy.brooklyn.cuny.edu:2048/ehost/pdfviewer/pdfviewer?vid=3&hid=24&sid=f6d453a2-7a18-4dcb-80ac-15aa17cca81a%40sessionmgr12.

This author discusses the various instructional modes for a multicultural classroom setting. It describes how these strategies are effectively applied in a culturally diverse classroom. The author lists six models of instruction and offers the objectives, reasoning, and mythologies behind these modes. The author also discusses how specific cultural aspects of students serve as effective strategies to determine what knowledge students may hold and describes their learning strengths and weaknesses. The article focuses on how educators should implement these strategies effectively and apply into their culturally diverse classroom. The author mentions that the modes vary according to each student’s individual learning style and cultural background. The modes may be applied for younger and older students and modified to pertain to all cultures.

Vijaykar, M. (2001). The new Americans: A universal curriculum can counter racism.*India Currents, Volume 15*(8), 12-12. Retrieved from <http://search.proquest.com/docview/194649002?accountid=7286>.

Mona Vijaykar suggests in her article that schools need to create a universal curriculum to promote cultural awareness. She warned since the tragic incident on September 11, many children have abandoned their cultural in the fear of being “un-American!” Her article gives a great insight as how we as educators are responsible for creating and changing “the way the world perceives America, and the way we perceive the world, by creating a more informed generation.” She indicated that we need a “universal approach to education,” this will allow students to feel comfortable and less intimidated about their own cultural background. This well researched article gives a different twist on how children need to learn that America was built by immigrants and “those immigrants, have contributed to progress in technology and scientific research that our country is founded on. Immigrant’s efforts to pay our way in society must be recognized in the curriculum as present day heroes. It is not enough that they are celebrated in business and trade magazines; our children need to be aware of them.”

Young, E. (2010). Challenges to conceptualizing and actualizing culturally relevant pedagogy: how viable is the theory in classroom practice? *Journal of Teaching Education*, *Volume* *61*(3), 248-60. Retrieved from ERIC database.

This is a critical case study as well as an action research piece; it is conducted by educators and administrators who discuss cultural relevancy in pedagogy.  This author emphasizes on building multicultural relevance based on collected data from previous case studies that show insights on the outcomes of their former studies. This author also discusses the training of educators on cultural relevance as well as the harsh nature of racism and how to address these sensitive matters in the classroom. The author stresses the importance of getting to know each student's cultural background to better assist them in their learning needs. The author also discusses the importance of students knowing their backgrounds and being proud of their heritage and not to change that to be able to "fit in". Young underwent a research experiment of eight participants in one school and observed and recorded data which was based on culturally relevant lessons provided by the teachers and executed in their classrooms. Young concluded that although the research has proven that it has changed the mentality of cultural awareness being taught in the classroom more efficiently and not just limit it to cultural holidays and cultural foods. However, eight weeks of inquiry is not a sufficient amount of time to make such conclusions and raising cultural awareness should be a reflective and ongoing process created gradually by the educators in the pedagogical field.

Zhang, J. X. (2001). Cultural diversity in instructional design. *International Journal of*

*Instructional Media, Volume 28*(3),299-307*.* Retrieved from <http://vnweb.hwwilsonweb.com/hww/results/results_single.jhtml;hwwilsonid=FI2Y2MLEGP1WVQA3DIMCFGOADUNGIIV0>.

This author explains how certain cultures have different learning styles and ethnic styles when learning in the classroom. Mr. Zhang completed an extensive study on American Indians, Asian Americans, African Americans, and Hispanic Americans regarding their learning habits and how they learn. He explained how each ethnic group managed their time, how differently they learn in cooperative groups, and how they revered and respect their teachers. Zhang also discussed how these different cultures are disciplined in the classroom. Zhang urges that just as cultural sensitivity is applied in the world it should also have the same respect in the classroom setting and instructional design. Zhang brings forth the notions that educators have a set of their own beliefs but those beliefs should be waved when entering the classroom curriculum due to the diversity of the students in their class. When addressing any subject Zhang insists that Educators should value the cultural backgrounds of their students and apply various culturally relevant methods into their learning.